

ABSOLUTE RATING: Average

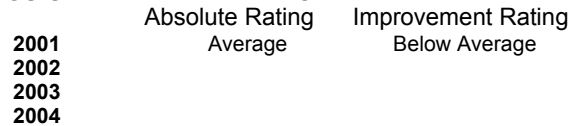
IMPROVEMENT RATING: Below Average

Number of Elementary schools with students like ours: 100.

The absolute ratings for those schools ranged from unsatisfactory to excellent.

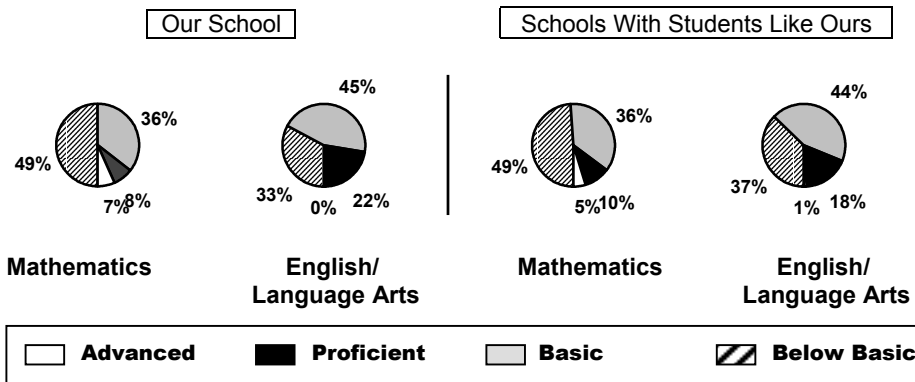
For improvement ratings, the range was from unsatisfactory to excellent.

RATINGS OVER A 4-YEAR PERIOD



(Definitions of School Rating Terms on Page 4)

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITIONS OF CRITICAL TERMS:

- Advanced** – Student performance exceeded expectations.
- Proficient** – Student performance met expectations.
- Basic** – Student performance met minimum performance expectations.
- Below Basic** – Student performance did not meet minimum performance expectations.

Science scores are to be reported on the 2004 School Report Card. Social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT				
Student Group	English/ Language Arts	Math	Science	Social Studies
All students (n=76)	67.1	50	N/A	N/A
Students with disabilities other than Speech (n=1)	N/A	N/A		
Students without disabilities (n=75)	68	50.7		
Gender				
Male (n=39)	64.1	48.7		
Female (n=37)	70.3	51.4		
Ethnic Group				
African American (n=74)	66.2	50		
Hispanic (n=N/A)	N/A	N/A		
White (n=2)	N/A	N/A		
Other (n=N/A)	N/A	N/A		
Lunch Status Group				
Free/reduced-price Lunch (n=72)	65.3	48.6		
Pay for lunch (n=4)	N/A	N/A		

SCHOOL PROFILE

INDICATORS OF SCHOOL PERFORMANCE

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Dollars spent per student	\$8,919	N/A	\$6,062	\$5,347
• Prime instructional time	91.7%	Down from 91.9%	89.6%	90.2%
• Student-teacher ratio in core subjects	13.4 to 1	N/A	17 to 1	18.7 to 1
STUDENTS (n=148)				
• Attendance Rate	97.9%	Up from 97.8%	96.1%	96.2%
• Students with disabilities other than speech taking PACT (ELA) off grade level	0%	N/A	8.1%	4.1%
• Students with disabilities other than speech taking PACT (math) off grade level	0%	N/A	7.1%	3.1%
• First graders who attended full day kindergarten	100%	Up from 92.9%	98.1%	96.3%
• Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
• Retention rate	4.7%	Up from 1.3%	5.8%	3.6%
TEACHERS (n=13)				
• Professional Development days per teacher	9.2 Days	Up from 6.7	7.3 Days	7.6 days
• Attendance Rate	95.1%	Up from 95%	95.1%	95.1%
• Teachers with advanced degrees	38.5%	Up from 28.6%	42.6%	47.7%
• Continuing contract teachers	76.9%	Down from 78.6%	77.2%	83.8%
• Teachers with out-of-field permits	0%	No change	3%	0.0%
• Teachers returning from the previous school year	81.6%	Up from 79.6%	81.4%	87.2%
• Average teacher salary	\$35,046	Up 3.8%	\$36,128	\$37,520

SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Percentage of expenditures spent on teacher salaries	51.8%	N/A	63.8%	65.3%
• Principal's years at the school	8	N/A	4	4.0
• Parents attending conferences	99%	N/A	88.5%	95.6%
• Opportunities in the arts	Poor	N/A	Good	Good
STUDENTS				
• On academic plans	71.6%	Up from 28%	63.5%	43.1%
• On academic probation	64.7%	N/A	0%	0.0%
• Older than usual for grade	2%	Up from 0%	2.1%	1.1%
• Suspended or expelled	2	N/A	2	1
• Gifted and talented	2.5%	Down from 10.9%	4.8%	11.5%
• With disabilities other than speech	0.6%	Down from 1.1%	9%	8.4%



PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Plantersville Elementary School through the efforts of the School Renewal and Title I Plans focuses on early detection and assistance for children needing help at an early age. The decline in the percentage of students not ready for first grade, twenty-eight percent (28%) in 1992-93 (CSAB) compared to four percent (4%) in 1999-2000, validates the need for continuing a four-week summer program for rising first graders.

PACT 2000 data indicated that 48%(third grade), 26%(fourth grade) and 35%(fifth grade) of our students were below basic in English/Language Arts and 44%(third grade), 26%(fourth grade) and 52%(fifth grade) were below basic in math. Sixty-five percent of male students scored below basic in grade 3 Language Arts and sixty-four percent scored below basic grade 5 math. Intense focus is still needed on problem solving and critical thinking strategies and other instructional approaches for at-risk populations.

Also, as indicated by the continued number of discipline referrals that consume valuable academic/teaching/learning time, there is a need for a strong character education and mentoring programs. Presently, we have conflict resolution initiatives, R.A.M.S., and Breakfast & Learn programs that attempt to deal with these concerns.

As indicated by surveys, PACT, SDRT, and TLS Mastery Reports there is a need for additional learning time for students. Extended Day, Extended Year, Tutorial, and Homework programs are provided for our students throughout the school year. Also, actual parental participation suggests the continuing need to have Parent Liaison person to coordinate efforts among local, state and federal agencies to better serve the whole home-school-community. Such programs as Curriculum Nights and Breakfast & Learn programs have become very useful in dealing with these kinds of problems.

Based on all data, it is evident that sustained staff development is needed for teachers and staff in highly effective learning/teaching techniques, instructional technology, diagnosis and prescription of reading and math problems, varied learning styles, and problem solving techniques. Intense focus is being placed on training and utilization of SC Frameworks and GCSD aligned curriculum, SCRI, Every Day math, and Reading Recovery strategies to better prepare teachers to better prepare students for excellence in academics.

Arthur Lance, Principal

EVALUATIONS BY TEACHERS AND STUDENTS

Percent	Teachers	Students	Parents
Satisfied with learning environment	87.5	65.0	(Avail. 2002)
Satisfied with social and physical environment	93.8	60.0	
Satisfied with home-school relations	75.0	100.0	

DEFINITIONS OF SCHOOL RATING TERMS

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

Plantersville Elementary
1668 Exodus Drive
Georgetown, SC 29440

Grades K-5 Elementary School

Enrollment: 148 Students

Principal

Arthur Lance, Jr. 843-546-8453

Superintendent

Charles Gadsden 843-546-2561

Board Chair

Charlesann H. Buttone 843-546-5720

THE STATE OF SOUTH CAROLINA

Annual School
Report Card

2001

School Grade:
Average

South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at
www.myschools.com